

Assessment Schedule – 2018

French: Demonstrate understanding of a variety of spoken French texts on familiar matters (91118)

Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<i>Demonstrating understanding</i> involves making meaning of the relevant information, ideas, and opinions in the texts.	<i>Demonstrating clear understanding</i> involves selecting relevant information, ideas, and opinions from the texts and communicating them unambiguously .	<i>Demonstrating thorough understanding</i> involves expanding on relevant information, ideas, and opinions from the texts with supporting detail .

Evidence

Not Achieved		Achievement		Merit		Excellence	
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>		<p><i>Demonstrates understanding</i> and makes meaning of the relevant information, ideas, and opinions from the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent.</p>		<p><i>Demonstrates clear understanding</i> by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>		<p><i>Demonstrates thorough understanding</i> of the implied meanings or conclusions within the spoken texts.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the spoken texts.</p>	
<p>N1 Shows very little understanding and does not convey the general meaning of the spoken texts.</p>	<p>N2 Shows little understanding and does not convey the general meaning of the spoken texts.</p>	<p>A3 Demonstrates some understanding of the spoken texts, and conveys some of the general meaning.</p>	<p>A4 Demonstrates understanding of the spoken texts and conveys the general meaning.</p>	<p>M5 Demonstrates clear understanding and unambiguously communicates some of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.</p>	<p>M6 Demonstrates clear understanding and unambiguously communicates most of the meaning by selecting relevant information, ideas, and opinions from the spoken texts.</p>	<p>E7 Demonstrates thorough understanding and communicates some of the implied meanings by providing some supporting detail from the spoken texts which justifies conclusions.</p>	<p>E8 Demonstrates thorough understanding and communicates most of the implied meanings by providing supporting detail from the spoken texts which fully justifies conclusions.</p>
<p>N0 No response; no relevant evidence.</p>							

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of Medhi's experience of the cyclone.</i>	<ul style="list-style-type: none"> • At his grandmother's. • Examples of the physical effects of the cyclone, e.g. rain and wind. 	<ul style="list-style-type: none"> • Disruption to normal life, due to flooding in places, power and road cuts, and lots of rain and really strong wind. 	
<i>(b) Possible evidence showing understanding of how you know he and his mother have been personally affected.</i>	<ul style="list-style-type: none"> • His mum has relatives / connections in Vanuatu. • They live on a small island. 	<ul style="list-style-type: none"> • No contact with relatives / connections yet. • Idea of Medhi being concerned / worried, because he hasn't got any news yet. 	<ul style="list-style-type: none"> • They haven't been able to contact the two nieces (and so are personally affected). • Medhi hasn't ever been to Vanuatu but is worried for his mum's sake. • Medhi infers that conditions are bad / worse because no contact can be made with the island in Vanuatu.
<i>(c) Possible evidence showing understanding of what Medhi and his family do during the three stages of cyclone alert.</i>	<ul style="list-style-type: none"> • Correct examples of what his family do through the stages of the cyclone alert. 	<ul style="list-style-type: none"> • Pre-alert: go shopping – buy water, torches, and put petrol in the car. • Protect your house – windows and TV antennas. • Level 1: go home. • Level 2: stay home. • <i>The order of stages correct but not necessarily the tense.</i> • Medhi takes care of his brothers and sisters. 	<ul style="list-style-type: none"> • Medhi takes care of brothers and sisters so they think of something else. • Because they may get scared and need a distraction. • Stay connected to alert services (TV), and follow instructions so that they are prepared for the conditions. • <i>Tense correct in the ordering of the three stages of the cyclone alert (not past tense).</i>
<i>(d) Possible evidence showing understanding of why Medhi could be nominated for an award for his actions.</i>	<ul style="list-style-type: none"> • Because he bought groceries (or food) and baby milk. • Mention of school supplies being collected (pens, books and exercise books). • Chose clothes to donate. 	<ul style="list-style-type: none"> • Medhi is going to participate in the big collection on Saturday. • It's organised by local artists at the library. • He is asking his school to organise supplies (pens, books and exercise books). 	<ul style="list-style-type: none"> • Medhi is only 11, yet has been prepared to help others affected in the cyclone. • It is shown that Medhi is generous, engaged with his community and pro-active. <i>Any adjective that describes his generous nature / his leadership skills. Examples given.</i>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule. Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of what the s'cool bus is.</i>	<ul style="list-style-type: none"> • School transport with collective bike(s). • Bike has a small electric motor. • Nine kids together. • Every day. 	<ul style="list-style-type: none"> • It's a type of collective bike, where nine kids bike together with one adult. • It's to take primary school children in Rouen to school. • It is designed to improve school transport. 	<ul style="list-style-type: none"> • Brought over to France by a French student.
<i>(b) Possible evidence showing understanding of the benefits of using the s'cool bus.</i>	<ul style="list-style-type: none"> • Get to exercise. • Meet other kids. • Environmentally friendly. • Interesting way to get to school. 	<ul style="list-style-type: none"> • Environmentally friendly, as it is powered by an electric motor and pedal power. • Free service. • Social activity – get to know others. • Designed to replace cars and / or buses. 	<ul style="list-style-type: none"> • Safe for students to get to school. • An environmental implication, such as there will be less traffic. • Children get to meet others from their neighbourhood. • Children are happy to go to school.
<i>(c) Possible evidence showing understanding of how the s'cool bus has been received by the wider community.</i>	<ul style="list-style-type: none"> • Parents say that: <ul style="list-style-type: none"> - it's a good concept - it helps the environment - it's a very positive experience. 	<ul style="list-style-type: none"> • The town sponsors the collective bikes. • Other towns have shown interest in the concept / idea. 	<ul style="list-style-type: none"> • It has been well received by many different groups – parents, the town (as they sponsor it), and it has worked so well they are looking to expand the concept and are looking for partners / sponsors. • They are confident that the idea will spread, as several other towns are looking to adopt it themselves.

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Assessment judgements are based on the level of understanding shown rather than knowledge of individual lexical items.

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
<i>(a) Possible evidence showing understanding of the purpose of dix jours sans écran.</i>	<ul style="list-style-type: none"> Survive 10 days without a screen. Spend less time in front of the TV, computer, or tablet. 	<ul style="list-style-type: none"> Encourage young students to spend time without a screen, and more time with their families. 	<ul style="list-style-type: none"> Students will no longer be allowed / have the right to spent time in front of the TV, computer or tablet.
<i>(b) Possible evidence showing understanding of what has made the challenge so successful.</i>	<ul style="list-style-type: none"> The town has provided other activities for the children and parents to participate in. Take part in a range of other activities, e.g. sport, cinema / movies, cooking, concerts. 	<ul style="list-style-type: none"> It works well, thanks to the efforts of the town, which provides more than 110 free activities. They are more active – social, whole family activities. Other schools are going to participate this year. Students can win points / prizes. Already a success in 2016. 	<ul style="list-style-type: none"> Parents' involvement, as they hold the students accountable by noting every night the points gained. The less time spent on the screen means a student has more chance of winning prizes / presents / rewards. The competition of most points leading to prizes makes the most of the students' competitive spirits. Two other schools are going to participate.
<i>(c) Possible evidence showing understanding of the pros and cons of Lindsey's experience, and whether she would repeat it.</i>	<p>Pros</p> <ul style="list-style-type: none"> She did the challenge last year. Helped her sister with her homework. Read a lot. <p>Cons</p> <ul style="list-style-type: none"> It was hard missing TV. 	<p>Yes.</p> <p>Pros</p> <ul style="list-style-type: none"> Enjoyed helping her sister with her homework. Read a lot of comics. <p>Cons</p> <ul style="list-style-type: none"> Missed things on TV that she really liked. 	<p>She is ready to accept the challenge.</p> <p>Pros</p> <ul style="list-style-type: none"> Her experience last year was positive overall, despite it being a difficult challenge. Lindsey was able to spend more time with her family / little sister, which is probably something she really enjoys.

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Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0 – 7	8 – 13	14 – 18	19 – 24